Ph.D. in Educational Psychology  
Option: Research and Evaluation

The Research, Evaluation (R&E) option is a specialization option within the Ph.D. in Educational Psychology. Educational Psychology is concerned with all aspects of psychology that are relevant to education, learning and mental health. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for people of all ages, abilities and diverse backgrounds. The Ph.D. in Educational Psychology is a scientist-practitioner degree that requires extensive knowledge of quantitative and qualitative research design and statistics to conduct basic and applied research related to educational psychology.

The R&E option is unique in that, while other degree options require proficiency in research tools, in the R&E program research methods are more than a tool; they are also a focus of study. This is evident in the curriculum of the program, in the types of dissertations R&E students produce, and in the types of research faculty conduct. For example, R&E faculty and students have developed statistics and tested them using Monte Carlo simulations. They have developed and evaluated cutting-edge assessment techniques and they evaluate models and methods of program evaluation. The study of methodological issues within various content areas is also a focus of the R&E program.

The curriculum content reflects a rigorous and comprehensive program of study—included is 33 hours of required coursework specifically in research, both within and outside of the COE. Students also develop a cognate area (minimum of 9 hours) in which they develop an expertise in a related area of interest. Again, this may entail graduate coursework outside the COE. In addition are 9 hours of coursework in Educational Psychology. R&E students are required to complete two applied experiences (e.g., present an original study at a regional or national meeting; develop and submit a grant proposal to a funding agency; complete an internship in an applied setting). They must pass a written comprehensive exam and complete at least 15 dissertation hours. The dissertation proposal must be approved by the advisory committee, and must be prepared under the direction of the committee members and close supervision of the dissertation advisor.

Ph.D. graduates of R&E are provided an academic experience congruent with the triadic mission of the university. Students are directly and actively involved with faculty who are actively involved in advancing basic and applied research. Students receive excellence in instruction and mentoring within the classroom and out of the classroom through their academic coursework and through numerous opportunities to research with faculty. Students receive encouragement from the initial stages of their academic programs to develop a professional service identity. They are encouraged to present the results of their research at conferences, often accompanied by a R&E faculty member. R&E students also utilize their research skills in service to their fellow students through tutoring and consultation.
Curriculum Requirements

At least 21 hours of the program, excluding dissertation, must be at the 6000 level.

A. Inquiry Core

1. Integrated Inquiry Core (6 hours required)—Students take one course from Group A (Quantitative) and one course from Group B (Qualitative) OR two courses from Group C (Integrated Inquiry).

   Group A: Quantitative core (3 hours)
   (REMS 5953 Statistical Methods in Education is a required prerequisite)
   REMS 6003 Analyses of Variance

   Group B: Qualitative Core (3 hours)
   SCFD 5913 Introduction to Qualitative Inquiry
   SOC 5273 Qualitative Research Methods

   Group C: Integrated Inquiry: Qualitative and Quantitative Methods (6 hours)
   SCFD 6113 Theoretical Foundations of Inquiry
   EPSY 6063 Research Applications with Q Methodology
   *REMS 5013 Research Design and Methodology

2. Extended Inquiry Core (9 hours required)
   REMS 6013 Multiple Regression (required)
   Choose two of the following OR one of the following and one from the integrated inquiry core selections above not utilized in fulfilling the integrated core requirement:
   REMS 6663 Multivariate Statistics
   REMS 6023 Psychometric Theory
   REMS 6373 Program Evaluation
   REMS 5963 Computer Applications in Nonparametric Data Analysis
   STAT 6323 Advanced Design of Experiments

B. Educational Psychology Degree Core (9 hours required)

   Human Development (3 hours, required)
   EPSY 5103 Human Development
   EPSY 6043 Adult Development

   Learning and Cognition (3 hours, required)
   EPSY 5463 Psychology of Learning
   EPSY 6163 Emotion and Cognition
   EPSY 6533 Human Motivation

   Educational Psychology (3 hours, required)
   EPSY 6133 History & Systems Psychology
   EPSY 5213 Advanced Educational Psychology

*fulfills required RCR training
C. At least 18 hours in Research, Evaluation, Measurement, and Statistics Specialization Option excluding dissertation, practica, and internship and not duplicative of integrated inquiry or extended inquiry core (at least 12 hours @ 6000 or above). The following is not an exhaustive list.

REMS 5373 Educational Measurements
REMS 5963 Computer Applications in Nonparametric Methods
REMS 6013 Multiple Regression
REMS 6023 Psychometric Theory
REMS 6033 Factor Analysis in Behavioral Research
REMS 6323 Doctoral Seminar in REMS: Structural Equation Modeling
REMS 6373 Program Evaluation
REMS 6383 Program Evaluation II
REMS 6663 Multivariate Statistics
REMS 6850 Directed Readings (e.g., Philosophy of Science)
STAT 5043 Sample Survey Designs
SCFD 6113 Theoretical Foundations of Inquiry
SCFD 6123 Qualitative Research I
SCFD 6190 Qualitative Research: Selected Methods
SCFD 6193 Qualitative Research II

Additional relevant coursework may be found in other departments: e.g., PSYC, STAT, SOC, HDFS. Check catalog for applicable prerequisites.

Applied Experience
Each student will select two experiences as illustrated in the following list of suggested experiences. The list of experiences may include but is not limited to:

Develop, implement, and evaluate an instructional unit.
Develop, carry out, and report in APA style, the results of an original research study.
Prepare, in APA style, a comprehensive review of some aspect of research methodology.
Develop and submit a grant proposal to a funding agency.
Pass an oral exam over a selected area of research methodology.
Design, conduct, and write an evaluation report for a program.
Prepare and present a colloquium on a research design and/or statistical analysis topic.
Prepare a computer simulation (Monte Carlo method) for obtaining an approximate solution to a statistical problem.
Present an original research study at a regional or national meeting
Write and field test statistical application computer software.
Develop and field test a measurement tool.
Internship in Educational Psychology (EPSY 6460, 1-6 hours)
D. Cognate Areas (minimum of 9 hours required)
Courses will be selected from one or two cognate areas to develop and improve
knowledge and skills in a content and/or methodological area (e.g., educational
psychology, mathematical statistics, computer science, human resource development,
student development, higher education). Following are some examples of cognate areas
and relevant choices in coursework. This is not an exhaustive list.

Student Development and Higher Education
SDEV 5213  Student Development Theory
SDEV 5223  Career Development for College Students
SDEV 5320  Seminar in Student Development
SDEV 5733  Environmental Theory and Student Affairs
SDEV 5333  Effective Leadership in Student Services
SDEV 6173  Administrative Issues in Student Affairs
SDEV 6213  Higher Education Student Personnel Services
EDLE 5953  Developing Educational Organizations
EDLE 5973  Foundations of Higher Education

Mathematical Statistics
MATH 5593  Methods of Applied Mathematics
STAT 5093  Statistical Computing
STAT 5123  Probability Theory
STAT 5133  Stochastic Processes
STAT 5213  Bayesian Decision Theory
STAT 6113  Probability Theory
STAT 6223  Advanced Statistical Inference

Institutional Research
STAT 5033  Time Series Analysis
ECON 4223  Business and Economic Forecasting
EDLE 6703  Finance in Higher Education
EDLE 6753  Historical Development of Higher Education
EDLE 6803  Administration in Higher Education
EDLE 6823  Educational Leadership

Measurement and Cognitive Psychology
PSYC 4813  Psychological Testing
EPSY 5663  Creativity for Teachers
EPSY 6533  Human Motivation
EPSY 6163  Emotion and Cognition
EPSY 5783  Psychoeducational Assessment of Exceptional Individuals
EPSY 6063  Research Applications with Q Methodology
PSYC 5823  Cognitive Processes
E. Qualifying Exams. Upon completion of coursework, and having an approved dissertation proposal, students must pass a qualifying examination. Passing the exam qualifies students for Admission to Doctoral Candidacy.

F. Dissertation Hours (15 hours required)
Students are expected to complete at least 15 hours of REMS 6000. One-half of these hours must be completed after students have been admitted to Doctoral Candidacy.

Note: Students must have their dissertation proposal approved by their doctoral committee prior to taking qualifying examinations. This proposal consists of Chapters 1 through 3 of the dissertation. An outline generally will not be accepted.

Students who have been admitted into the Research and Evaluation option must earn an A or B in all REMS prefix coursework. All University policies and procedures regarding student conduct and academic integrity will be followed.

Admissions Requirements

Admissions decisions are competitive and based on a combination of multiple criteria that include telephone or personal interview, GRE general test scores, undergraduate and master’s GPA, four positive letters of reference on SES forms, relevant experience, statement of career goals, and evidence of potential for professional development (e.g., proof of written work). Students considering admission to the doctoral program must have a master’s degree from an accredited institution. Applicants should have an undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50. Nationally, of those testing between 2005 and 2008, the mean GRE general test scores for college seniors reporting an intended graduate major of Educational Evaluation and Research are Verbal=447 (SD=90), Quantitative=526 (SD=128), and Analytical Writing =4.2 (0.8). Mean scores of students admitted to our Ph.D. program between 2005 and 2009 are Quantitative=618 (SD=108; median=620); Verbal=548(SD=71; median=540).

Application Procedures. Prospective students must submit an admissions application through the Graduate College website: https://www.applyweb.com/oksugrad/. The following supporting documents should be uploaded directly to the application:

- four positive letters of recommendation, an official score report for the GRE , transcripts from each institution attended, Statement of Purpose, International applicants must include TOEFL scores and a signed Confirmation of Resources form.

The yearly admissions deadline is February 15. Applicants with referred complete applications by that date will have their materials reviewed by the program faculty. Applications are reviewed once a year. Requests for early review may be considered on a case by case basis for students already admitted into the Educational Psychology Ph.D. program who are seeking to change to the R&E option.

Contacts:
For program information, contact the program coordinator,
Dr. Laura Barnes
laura.barnes@okstate.edu 918-594-8517